

## Social History of the Catalan Language

Code: 105825  
 ECTS Credits: 6

**2025/2026**

Degree	Type	Year
Catalan Philology: Literary Studies and Linguistics	FB	1
English and Catalan Studies	OT	3
English and Catalan Studies	OT	4
Catalan and Spanish Studies	OT	3
Catalan and Spanish Studies	OT	4

### Contact

Name: Daniel Casals Martorell  
 Email: daniel.casals@uab.cat

### Teaching groups languages

You can view this information at the [end](#) of this document.

### Prerequisites

There is not.

### Objectives and Contextualisation

The aim of the subject Social history of the Catalan language is for students to obtain a clear perspective of the different stages of the history of the language and the external factors that have conditioned its internal evolution within the Catalan-speaking territories. This subject, which belongs to the Language area, is compulsory for students of the Degree in Catalan Language and Literature and elective for the English-Catalan and Catalan-Spanish cross-curricular degrees.

### Competences

Catalan Philology: Literary Studies and Linguistics

- Act with ethical responsibility and respect for fundamental rights, diversity and democratic values.
- Analyse the phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Catalan language, its evolution over time and its present structure.
- Critically read and interpret texts.
- Demonstrate a mastery of the rules of the Catalan language, its linguistic bases and all its application in the academic and professional fields.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.

- Interpret the political, social and cultural factors that affect the use of the Catalan language and its evolution over time and at the present day.
- Produce written work and oral presentations that are effective and framed in the appropriate register.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

#### English and Catalan Studies

- Act in one's own field of knowledge, assessing the social, economic and environmental impact.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse the main phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Catalan and English languages, their evolution throughout history and their current structures.
- Apply the concepts, resources and methods acquired during the study of variations of English and Catalan language, be it in a historical context or in the current global social and multilingual context.
- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Demonstrate knowledge of the rules of Catalan and mastery of its foundations and applications in the academic and professional fields.
- Demonstrate the ability to work autonomously and in teams with the aim of attaining the planned objectives in multicultural and interdisciplinary contexts.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Use digital tools and specific documentary sources to gather and organise information.

#### Catalan and Spanish Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse the main factors of linguistic variation in the Catalan and Spanish languages, whether historical-political, diatopical, semantic or pragmatic and their historical evolution and current state.
- Analyse the main phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Catalan and Spanish languages, their historical evolution and their current structure.
- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Demonstrate knowledge of the rules of Catalan and Spanish and mastery of their applications in the academic and professional fields.
- Demonstrate the ability to work autonomously and in teams with the aim of attaining the planned objectives in multicultural and interdisciplinary contexts.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

## Learning Outcomes

1. Actively reflect on the ethical dilemmas of sociolinguistic research.
2. Adapt knowledge of internal and external properties of language to different conditions.
3. Adapt the knowledge of the internal and external of the tongue to the different conditions of use properties.
4. Apply the knowledge acquired to the solution of contemporary socio-linguistic problems.
5. Apply the principles of correctness required in the standard language and the different registers and variants.
6. Be able to situate the Catalan oral and written texts in time and space.
7. Describe and interpret the historical evolution of the linguistic elements of the Catalan language.
8. Describe the historical evolution of the use of the Catalan language.
9. Describe the linguistic differences between the distinct dialectal varieties of the language.
10. Gain a greater capacity for reading, interpreting and critically analysing literary and linguistic texts.
11. Identify causes of variation deriving from register.
12. Identify principal and secondary ideas and express them using correct language.
13. Identify the causes of variation derived from the register.
14. Identify the context in which the historical processes enroll.
15. Identify the contexts in which historical processes are immersed.
16. Identify the main and secondary ideas and express them with linguistic correctness.
17. Identifying the context of the historical processes.
18. Identifying the main and secondary ideas and expressing them with linguistic correctness.
19. Interpret texts in depth and provide arguments for critical analysis.
20. Interpret texts in depth and provide standpoints from which to analyse them critically.
21. Interpret the problem areas and factors that have conditioned the use of the Catalan language throughout history in a multicultural society.
22. Locate specialised and academic information and select this according to its relevance.
23. Maintain an attitude of respect for the opinions, values, behaviors and practices of others.
24. Make appropriate use of the knowledge acquired in order to collect data and handle documentary sources in the study of Catalan language and literature.
25. Match the known internal and external properties of the language to the different conditions of use.
26. Plan work effectively, individually or in groups, in order to fulfil the planned objectives.
27. Produce normatively correct written and oral texts.
28. Produce written and oral texts with correction rules.
29. Produce written work and oral presentations that are effective and framed in the appropriate register.
30. Properly apply the knowledge gained to data collection and management of documentary sources application to the study of Catalan language and literature.
31. Respect the opinions, values, behaviour and customs of others.
32. Situate oral and written Catalan texts in time and space.
33. Strengthen the capacity of reading, interpretation and critical analysis of literary texts and language.
34. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
35. Use technological resources (digital and audiovisual) to acquire knowledge and apply it in language and literature.
36. Work independently in the synchronic and diachronic study of Catalan language and literature.
37. Work self-sufficiently on the synchronic and diachronic study of Catalan language and literature.
38. Write text commentaries from a critical standpoint.

## Content

1. Introduction
2. Constitution, modification, and consolidation of the Catalan linguistic domain
3. *Scripta* and *koiné*
4. Repression and normalization
5. The legal framework of the Catalan language

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theory classes, text discussion seminars, correction of exercises	45	1.8	25, 24, 7, 29, 15, 12, 20, 31, 10, 27, 34, 38, 32, 35
Type: Supervised			
Preparation of exercises and tutored works	25.5	1.02	25, 24, 7, 29, 15, 12, 20, 31, 10, 27, 34, 38, 32
Type: Autonomous			
Reading of bibliography, study	75	3	25, 29, 15, 20, 10, 34, 32, 37

The calendar will be available on the first day of class. In case of a change of teaching modality for health reasons, teachers will make readjustments in the schedule and methodologies.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Active participation in class / conferences / complementary activities	10%	1.5	0.06	25, 3, 2, 24, 30, 4, 5, 7, 9, 8, 29, 17, 15, 14, 11, 13, 12, 21, 20, 19, 22, 23, 31, 26, 33, 10, 27, 28, 34, 38, 1, 6, 32, 37, 36, 35
Work and exercise delivery	40%	1.5	0.06	25, 3, 2, 24, 30, 4, 5, 7, 9, 8, 29, 17, 14, 15, 13, 11, 16, 12, 18, 21, 20, 19, 22, 23, 31, 26, 33, 10, 27, 28, 34, 38, 1, 6, 32, 36, 37, 35
Written test	50%	1.5	0.06	3, 2, 25, 24, 30, 4, 5, 7, 9, 8, 29, 17, 15, 14, 11, 13, 12, 18, 16, 21, 20, 19, 22, 23, 31, 26, 33, 10, 28, 27, 34, 38, 1, 6, 32, 36, 37, 35

## Continuous assessment

The continuous assessment will be based on three evidence types:

- Active participation in class / conferences / complementary activities (10%).
- Works and exercise delivery (40%). Date: April 9, 2026
- Written test (50%). Date: June 1, 2026

Single evaluation is not available.

To pass the subject, a minimum grade of 5 must be achieved.

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

Students will obtain a Not assessed/Not submitted course grade unless they have submitted more than 30% of the assessment items.

To qualify for the second-chance test, two conditions must be met: (1) have been previously evaluated in a set of activities whose weight is equivalent to a minimum of 2/3 of the total qualification of the subject and (2) he must have a continuous evaluation mark between 3.5 and 4.8.

This subject entirely prohibits the use of AI technologies in all of its activities. Any submitted work that contains content generated using AI will be considered academic dishonesty; the corresponding grade will be awarded a zero, without the possibility of reassessment. In cases of greater infringement, more serious action may be taken.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

## Bibliography

Alcover, Antoni M; Moll, Francesc de B. (1930-1962). *Diccionari català-valencià-balear*, 10 vols. Palma: Moll.

Badia i Margarit, Antoni M. (1981). *Gramàtica històrica catalana*. València: Tres i Quatre.

Badia i Margarit, Antoni M. (1999). *Les Regles de esquivar vocables i la "qüestió de la llengua"*. Barcelona: IEC.

Badia i Margarit, Antoni M. (2004). *Moments clau de la història de la llengua catalana*. València: Universitat de València.

Balsalobre, Pep; Gratacós, Joan (1995). *La llengua catalana al segle XVIII*. Barcelona: Quaderns Crema.

Bruguera, Jordi (1985 [1986]<sup>2</sup>). *Història del lèxic català*. Barcelona: Encyclopèdia catalana.

Calafat, Rosa (2010). *Torcebraç entre dues cultures*. Barcelona: Institut d'Estudis Catalans ([https://www.universliterari.com/es/libro/torcebrac-entre-dues-cultures\\_AFV0280002](https://www.universliterari.com/es/libro/torcebrac-entre-dues-cultures_AFV0280002)).

Casals Martorell, Daniel (2020). "Política i planificació lingüístiques durant la Segona República (1931-1939). Els cursos presencials no universitaris de català organitzats i promoguts per la Generalitat de Catalunya", *Revista de Llengua i Dret*, núm. 74, p. 58-74.

Casals i Martorell, Daniel (2023). "El contenido y el método de enseñanza del catalán en los libros de texto a finales del siglo XIX. A propósito de *Lo primer llibre dels noys* (1898), de Francesc Flos y Calcat", *Cauriensa. Revista Anual De Ciencias Eclesiásticas*, núm. 17, p. 925-950.

Casals, Daniel (2024): *El concurs de correcció de textos (1929), de Pompeu Fabra, a La Publicitat*. Barcelona: Publicacions de l'Abadia de Montserrat.

Casals, Daniel; Faura, Neus (2010): *El català als mitjans de comunicació*. Barcelona: EdiUOC.

Casals, Daniel; Massanell, Mar [ed.] (2020): *La premsa, la ràdio i la televisió com a agents difusors de coneixements lingüístics*. Barcelona: Publicacions de l'Abadia de Montserrat (Biblioteca Milà i Fontanals, 67).

Casals, Daniel; Massanell, Mar; Segarra, Mila [ed.] (2018): *L'extensió social de la normativa als mitjans de comunicació*. Barcelona: Publicacions de l'Abadia de Montserrat (Biblioteca Milà i Fontanals, 65).

Casals, Daniel; Nogué, Neus (ed.) (2016): *Cent anys de Normes ortogràfiques*. Barcelona: Publicacions de l'Abadia de Montserrat (Biblioteca Milà i Fontanals, 63).

CICA. *Corpus informatitzat del català antic*. <http://www.cica.cat/>

Colón, Germà (1976). *El léxico catalán en la Romania*. Madrid: Gredos.

Coromines, Joan (1980-2001). *Diccionari etimològic i complementari de la llengua catalana*, 10 vols. Barcelona: Edicions 62 i Caixa de Pensions "La Caixa".

Coromines, Joan (1989). *Lleures i converses d'un filòleg*. Barcelona: Club Editor.

Fabra, Pompeu (2005-2013). *Obres completes*. A cura de Jordi Mir i Joan Solà. Barcelona: ECSA, Edicions 62; València: Edicions 3i4; Palma, Mallorca: Moll.

Ferrando, Antoni; Nicolás, Miquel (1993 [1997]<sup>2</sup>). *Panorama d'història de la llengua*. València: Tàndem.

Ferrando, Antoni; Nicolás, Miquel (2011). *Història de la llengua catalana*. Barcelona: UOC.

Marcet, Pere (1987). *Història de la llengua catalana. I i II*. Barcelona: Teide.

Martí i Castell, Joan (1990). *Gramàtica històrica. Problemes i mètodes*. València: Universitat de València.

Martí i Castell, Joan; Moran, Josep (1986). *Documents d'història de la llengua catalana: dels orígens a Fabra*. Barcelona: Empúries.

Moll, Francesc de B. (1991). *Gramàtica històrica catalana*. València: Universitat de València.

Moran, Josep (2004). *Estudis d'història de la llengua catalana*. Barcelona: PAM.

Moran, Josep; Rabella, Joan A. (2001). *Primers textos de la llengua catalana*. Barcelona: Proa.

Nadal, Josep Maria (1993). *Llengua escrita i llengua nacional*. Barcelona: Quaderns Crema.

Nadal, Josep Maria; Prats, Modest (1982 [1996]<sup>2</sup>). *Història de la llengua catalana I. Dels inicis al segle XV*. Barcelona: Edicions 62.

Nadal, Josep Maria; Prats, Modest (1996). *Història de la llengua catalana II. El segle XV*. Barcelona: Edicions 62.

Pérez Saldanya, Manuel (1998). *Del llatí al català. Morfosintaxi verbal històrica*. València: Universitat de València.

Rasico, Philip D. (1982). *Estudis sobre la fonologia del català preliterari*. Barcelona: Curial; Publicacions de l'Abadia de Montserrat.

Segarra, Mila (1985). *Història de l'ortografia catalana*. Barcelona: Empúries.

Segarra, Mila (1985). *Història de la normativa catalana*. Barcelona: Encyclopèdia Catalana.

Solà, Joan (1977): *Del català incorrecte al català correcte. Història dels criteris de correcció lingüística*. Barcelona: Edicions 62.

Solà, Joan (1987): *L'obra de Pompeu Fabra*. Barcelona: Teide.

Veny, Joan; Massanell i Messalles, Mar (2015). *Dialectologia catalana. Aproximació als parlars catalans*. Barcelona, Alacant i València: Universitat de Barcelona, Universitat d'Alacant i Universitat de València.

de Barcelona, Universitat d'Alacant i Universitat de València.

## Software

Software for word processing, digital presentations and video recording.

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Catalan	second semester	morning-mixed
(TE) Theory	1	Catalan	second semester	morning-mixed